REQUEST FOR APPLICATIONS (RFA) #0930-04

District of Columbia Public Schools Office of Federal Grants Programs

Comprehensive School Reform Demonstration (CSRD) Program

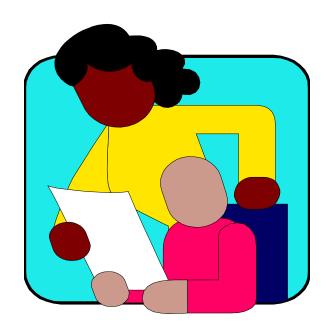


DCPS invites the submission of Applications for Funding under the Comprehensive School Reform Demonstration (CSRD) Program, U.S. Department of Education, Section 1601 of Title I of the No Child Left Behind Act of 2001.

Announcement Date: September 28, 2004 RFA Release Date: September 30, 2004

Application Submission Deadline: December 2, 2004, 4:00 p.m.

LATE APPLICATIONS WILL NOT BE FORWARDED TO THE REVIEW PANEL



NOTICE

PRE-APPLICATION CONFERENCE

WHEN: October 14, 2004

WHERE: DCPS

825 North Capitol Street, NE

5th Floor Board Room Washington, DC 20002

TIME: 10:00 A.M. – 12:00 P.M.

CONTACT PERSON: Deidre M. Hunt

CDH Management and Consulting

(202) 641-5766

CHECKLIST FOR APPLICATIONS

- ☐ The applicant organization/entity has responded to all sections of the Request for Application.
- □ The Letter of Intent found in Attachment A is complete and list the project services and level of effort proposed by each collaborator to accomplish the goals and objectives of the project submission.
- □ The Applicant Profile, found in Attachment B, contains all the information requested.
- □ The Work Plan Form found in Attachment C, is complete and lists the project activities and the measurable objectives of the project submission.
- □ The Program Budget is complete and complies with the Budget forms listed in Attachment D of the RFA.
- □ The proposed budget lists the program cost of collaborative efforts. The budget narrative is complete and describes the line items proposed.
- □ The application is printed on 8½ by 11-inch paper, double-spaced, on one side, using 12-point type with one inch margins.
- ☐ The program narrative section is complete and is within the 30-page limit for the RFA submission.
- □ The applicant is submitting the required original and five (5) copies of its application to CDH no later than 4:00 p.m., on the deadline date of December 2, 2004.
- □ The application format conforms to the "Application Format" listed in Section VI on page 12 of the RFA.
- □ The Certifications and Assurances listed in Attachments E and F are complete and contain the requested information.
- □ The appropriate appendices, including program descriptions, staff qualifications, individual resumes, licenses (if applicable), and other supporting documentation are enclosed.
- □ The application is submitted with two original receipts, found in Attachment G, attached to the outside of the envelope or package for CDH's approval upon receipt.



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District of Columbia Public Schools Office of Federal Grants Programs

REQUEST FOR APPLICATIONS (RFA) #0930-04

Comprehensive School Reform Demonstration (CSRD) Program

SECTION I GENERAL INFORMATION

The District of Columbia Public Schools, Office of Office of Federal Grants Programs is soliciting competitive applications under the Comprehensive School Reform Demonstration (CSRD) Program. The CSRD Program provides financial incentives for local educational agencies to support schools that need to substantially improve student achievement, specifically Title I schools identified as in need of improvement, to implement comprehensive school reform programs that are based on scientifically based research and effective practices, and include an emphasis on basic academics and parental involvement. The CSRD programs are intended to stimulate school-wide change covering all aspects of the applicant school's operations.

Source of Grant Funding

The U.S. Department of Education awarded the District of Columbia Public Schools grant funds under Section 1601 (Comprehensive School Reform) of Title I of the No Child Left Behind Act of 2001.

Eligible Schools

The District of Columbia Public Schools is authorized to make financial assistance on a competitive basis and must/shall assure that the following have direct and equitable access to federal funds provided under this RFA solicitation. Competitive preference for all funding will be given to LEAs which can demonstrate the highest need for funding based on low student achievement and whose school applications strongly demonstrate that their chosen reform model integrates, in a coherent manner, the eleven components (detailed in Section IV) of a comprehensive school reform program.

LEA's serving schools identified as *in need of improvement under Title I, Part A*, including charter schools, are eligible to apply for funds under this RFA. However, the LEA must provide the subgrant funding to schools that are identified as in need of improvement under Title I, Part A and served by the LEA, to enable the schools to implement a comprehensive school reform program. Each LEA must identify the schools it will serve under the grant and the criteria used to select such schools. Schools engaged in the early planning stages of comprehensive reform and have not yet completed the design of its comprehensive reform program cannot apply for this grant.

Additionally, LEAs must provide a *separate comprehensive school reform plan for each school* and show that schools targeted for services demonstrate the greatest need for school reform based on educational related criteria.



Grant Awards and Amounts

The District of Columbia Public Schools will award approximately \$1.3 million in Comprehensive School Reform grant funds. To ensure that grants are of sufficient size and scope to support high quality, effective programs, a grant may not be made in an amount that is less than \$50,000 per school site served per year. Applicants may apply for up to a maximum grant award of \$70,000 per school per year.

If an application is made on behalf of a consortium of small schools (serving no more than 500 students total), the \$50,000 annual minimum award applies to the consortium rather than to each school in the consortium. An individual school that applies for and receives CSRD funds through its district – regardless of district size – must receive at least \$50,000 annually for up to three years.

Lastly, LEAs may request no more than 5% of the total award for administrative costs associated with the grant program. However, the administrative costs cannot decrease the level of funding to the participating schools.

Award Period

The grant award period will be for three (3) years from the date of award. Continued funding in years two and three is contingent upon satisfactory progress in the implementation of the program and the availability of funding from the U.S. Department of Education. Subgrantees must annually submit a performance report to the state for review and approval. Failure to meet the SEA and federal reporting requirements can jeopardize the federal funding.

Use of Funds

Participating schools may use CSRD funds to support the cost associated with the implementation of the comprehensive reform plan it has designed. CSRD funds are intended to support the implementation of comprehensive school reform programs; this is not a planning grant. The application must demonstrate that the applicant has already completed an in-depth needs assessment and analysis and developed an implementation design that addresses all the required components of the comprehensive school reform program. CSRD funds may not be used to support randomly adopted or developed strategies; instead, the strategies much be integrated in a comprehensive design for effective school functioning, and the program must be supported by scientifically based research or have strong evidence of success. Schools may choose to adopt a nationally available reform model or a locally developed model that supports one or more components of its comprehensive design. However, the model remains only part of the overall design and must be integrated with the required components.

Schools already engaged in comprehensive reform may not receive CSRD funds. However, if a school has made some attempts at reform, but those improvement strategies were not comprehensive and are isolated from each other, then CSRD funds could provide the support to



take the school from partial reform to whole school reform. For example, schools that have previously engaged in only piecemeal attempts at reform – e.g., rewriting curriculum or increasing professional development – without integrating those strategies into a comprehensive design, but are now ready to take a whole-school approach, are eligible for CSR funds.

CSRD funds must supplement, and not supplant, funds that LEAs and schools otherwise receive. Unlike most provisions that address this issue, the CSRD supplanting prohibition applies to federal funds as well as state and local funds. An SEA or LEA may not decrease the resources that would otherwise be available from federal, state, or local sources because that school is receiving CSRD funds. CSRD funds are not intended to fully support all aspects of a school's reform efforts. Rather, in implementing a comprehensive reform, a school must determine how all available federal, state, local and private resources can be used to coordinate services that will support and sustain comprehensive reform efforts. Thus, schools with comprehensive school reform programs must, from their inception, consider how those programs will be maintained after CSRD funding expires.

Contact Person

For further information, please contact:

Deidre M. Hunt, President/CEO CDH Management and Consulting, LLC (CDH) Phone (202) 641-5766 Fax (202) 399-2751 or (202) 408-0741

Email: cdhmac@verizon.net

Hours of RFA Pick-up & Delivery

Applicants can pick up the RFA from CDH, 803 Florida Avenue, NW, Washington, DC 20001 on *Tuesday, Wednesday, and Thursday* ONLY between 9:30 a.m. - 3:00 p.m.

Applications must be returned by **December 2, 2004** between 9:00 a.m. – 4:00 p.m.

Internet

Applicants who obtained this RFA through the Internet shall provide CDH with the following information by fax:

- Name of organization;
- Key contact;
- Mailing address;
- Telephone and fax numbers; and
- Email address.



Explanations to Prospective Grantees

Any prospective applicant desiring an explanation or interpretation of this announcement should call or write the contact person listed above on or after November 22, 2004.

Pre-Application Conference

A Pre-Application Conference will be held October 14, 2004 from 10:00 a.m. to12:00 p.m. at the DCPS Board Room, Fifth Floor, 825 North Capitol Street, NW, Washington, DC 20002.

SECTION II SUBMISSION OF APPLICATIONS

Application Identification

A total of six (6) applications must be submitted in an envelope or package. Two (2) attachment G's should be affixed to the outside of the envelope or package. Of the six applications, one must be an original. **CDH will not forward the application to the review panel if the applicant fails to submit the required six applications.** Telephonic, telegraphic, and facsimile submissions <u>will not be accepted</u>. Applicants will not be allowed to assemble materials in the lobby of CDH Management and Consulting, LLC. Applications must be ready for receipt by CDH.

Application Submission Date and Time

Applications are due no later than 4:00 p.m. on December 2, 2004. All applications will be recorded upon receipt. Applications submitted at or after 4:01 p.m., December 2, 2004, will not be forwarded to the review panel for funding consideration. Any additions or deletions to an application will not be accepted after the deadline of 4:00 p.m. December 2, 2004. Applications must be ready for receipt by CDH.

Six (6) applications <u>must be</u> delivered to the following location:

CDH Management and Consulting, LLC 803 Florida Avenue, NW Washington, DC 20001 Attention: Ms. Deidre M. Hunt

Mail/Courier/Messenger Delivery

Applications that are mailed or delivered by messenger/courier services **must be** sent in sufficient time to be received by the 4:00 p.m. on December 2, 2004. Applications arriving via messenger/courier services after the posted deadline of **4:00 p.m. on December 2, 2004 will not be forwarded to the review panel by CDH.**



SECTION III GENERAL GRANT PROVISIONS

Payments

The District shall make payments upon execution of a subgrant award agreement with the subgrantee. The sub-grantee will be paid pursuant to the subgrant agreement.

Audits

At any time or times before final payment and three (3) years thereafter, the District may have the sub-grantee's expenditure statements and source documentation audited.

Certifications and Assurances

Applicants shall complete and return with the application the information requested in Attachments E and F.

SECTION IV PROGRAM SCOPE

CSRD Programs are intended to stimulate school-wide change covering virtually all aspects of school operations, rather than a piecemeal fragmented approach to reform. Thus, to be considered comprehensive, a program must integrate in a coherent manner, eleven specific components listed in the legislation and below. Applicants must submit a comprehensive plan for each school included in the application and must address the following program components, and for each one, indicate how it relates back to the overall school-wide reform. In addition, applicants must provide a summary paragraph of this section that clearly shows how all components are integrated into the chosen comprehensive school model. LEAs must describe the activities, services and support it will provide its schools served by the grant. A clear outline of the administrative and technical support must be delineated with the proposal.

1. Proven methods and strategies based on scientifically-based research - A comprehensive school reform program employs proven strategies and methods for student learning, teaching, and school management that are based on scientifically based research and effective practices and have been replicated successfully in schools.

This component emphasizes the need for schools, in designing their comprehensive reform program, to employ proven strategies and methods that are grounded in scientifically-based research in core academic subjects, especially mathematics and reading. Staying focused on academic achievement, building a comprehensive program that supports it, and emphasizing "what works" in the classroom are important elements of a successful comprehensive design.

Scientifically-based research, as defined in section 9101(37) of the ESEA, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and



valid knowledge relevant to education activities and programs. To meet this standard, the research must:

- Employ systematic, empirical methods that draw on observation or experiment.
 Involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn.
- Rely on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators.
- Be evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random assignment experiments, or other designs to the extent that those designs contain within-condition or across condition controls.
- Ensure that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings.
- Have been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. "Strong evidence" defines a less rigorous standard than scientifically-research based evidence. Practices, strategies and programs that demonstrate "strong evidence" of positive effects lack a broad research base that meets the criteria established in the definition of scientifically-based research. Strong evidence is derived from a combination of high quality and reasonably high-quality research studies that demonstrate relevance, significance and consistency. In the absence of scientifically-based research on the effects of comprehensive reform programs, schools are required to use the "strong evidence" standard by which to judge the quality of their programs.
- **2.** Comprehensive design A comprehensive design for effective school functioning integrates instruction, assessment, classroom management, professional development, parental involvement, and school management. By addressing needs identified through a school needs assessment, it aligns the school's curriculum, technology, and professional development into a plan for school-wide change. The ultimate goal of this design is to enable all students to meet challenging State content and student academic achievement standards.
- **3. Professional development** The program provides high-quality and continuous teacher and staff professional development and training. The professional development involves proven, innovative strategies that are both cost effective and easily accessible and ensures that teachers are able to use State assessments and challenging State academic content standards to improve instructional practice and student academic achievement.



Well-designed professional development activities increase all teachers' knowledge of both the academic subjects they teach and effective instructional strategies that are grounded in scientifically-based research. They include strategies such as partnerships with institutions of higher education and address such topics as the use of data and assessment; the use of technology; and improving the instruction of special needs children.

This professional development is intensive, sustained over time and classroom focused. Those who participate in professional development also help to design it, and the design is well integrated with school and district educational improvement plans. The professional development component is regularly evaluated to gauge its impact on increased teacher effectiveness and improved achievement. Strategies employed are consistent with high-quality professional development as described in Title II, Part A of the ESEA.

- **4. Measurable goals and benchmarks** A comprehensive school reform program includes measurable goals for student academic achievement and establishes benchmarks for meeting those goals. The Department encourages LEAs to link these goals to the State's definition of adequate yearly progress (AYP) in Section 1111(b) (2) of the ESEA.
- **5. Support within the school** Teachers, principals, administrators, and other staff throughout the school support the program in a CSRD school. They demonstrate this support by, among other activities, understanding and embracing the school's comprehensive reform program, focusing on continuous improvement of classroom instruction, and participating in professional development.
- **6. Support for teachers and principals** A CSRD program provides support for teachers, principals, administrators, and other school staff by creating shared leadership and a broad base of responsibility for reform efforts. The program encourages teamwork and the celebration of accomplishments. These and other means of support are part of the school's comprehensive design.
- **7. Parental and community involvement** The program provides for the meaningful involvement of parents and the local community in planning, implementing, and evaluating school improvement activities. In addressing this component, schools create strategies that are consistent with the parental involvement requirements of Title I, Part A. (See section 1118 of the ESEA.) Schools pay special attention to building parents' capacity for involvement and design ways in which parents can be brought into the instructional program and contribute to the academic achievement of their children.
- **8. External technical support and assistance** The program uses high-quality external support and assistance from an entity that has experience and expertise in school-wide reform and improvement, which may include an institution of higher education. The CSRD legislation requires that SEAs ensure that funded programs are supported by qualified technical assistance providers that have a successful track record, financial stability, and the capacity to deliver



high-quality materials, professional development for school personnel, and on-site support during the full implementation period of the reform.

Schools must use CSRD program funds to secure external technical support and assistance from an entity that has expertise in school-wide educational reform and improvement. The entities may include such entities as a higher education institution, model provider, or regional technical assistance education laboratory. Technical assistance providers offer a wide range of resources and experience that can assist schools in avoiding the difficulties often experienced in implementing true school reform. Additionally, schools must ensure the support provided includes high-quality, ongoing and meaningful professional development for school personnel.

Technical assistance providers must have a deep understanding of the school's unique needs and goals and possess the expertise needed to help the school address them. Most importantly, the technical assistance providers must demonstrate the ability to provide ongoing support during the full implementation period of the reform.

9. Annual evaluation - The program ensures accountability by including a plan for the annual evaluation of the implementation of school reforms and the student results achieved. The evaluation helps ensure that the school is making progress toward achieving its measurable goals and benchmarks and that necessary adjustments and improvements will be made to the reform strategies.

The overall goal is to use the program evaluation process to promote accelerated student achievement. Through the process of continuous program monitoring, feedback, and assessment, the evaluation data will be used to inform District officials, stakeholders and parents about school progress and student learning. The overall objective of the proposed evaluation is to determine whether the chosen model is an effective program intervention in terms of its impact on student achievement.

Possible evaluation measures include:

- An analysis of achievement data comparing student performance data with past performance data;
- Similar sites within the school's national performance measures on similar assessment instruments;
- Calculating pre- and post-performance averages to determine gains, disaggregating test scores by grades and teachers;
- Analysis of survey data and classroom observation feedback by soliciting independent assessments of quality teacher support services;



- Applying information generated from the survey instruments to determine classroom
 effectiveness from the perspective of "best practices," using administrator, principal and
 teacher feedback to estimate the levels of student attendance, promotion, motivation and
 interest: and
- Rating teacher effectiveness on the pre- and post-classroom observation instruments.
- **10. Coordination of resources** The comprehensive program must identify Federal, State, local and private financial and other resources that schools can use to coordinate services that support and sustain comprehensive school reform.
- **11. Strategies that improve academic achievement** The program must meet one of the following requirements:
 - The program has been found, through scientifically based research, to significantly improve the academic achievement of participating students; *or*
 - The program has been found to have strong evidence that it will significantly improve the academic achievement of participating children.

Using all eleven components, schools must create a comprehensive, integrated reform program that affects all subjects, all teachers, and all children in the school. Although teaching and learning activities are at the heart of every school program, the other CSRD components define additional elements that are crucial to the successful day-to-day operation of every school. Attending to those details and their interrelationship with each other will have a positive impact on student achievement. Therefore, it is critical that each component be part of a school's program and that the overall design be composed of proven strategies, methods and practices that either (a) have been found, through scientifically based research, to significantly improve the academic achievement of participating children; or (b) have been found to have strong evidence that they will significantly improve the academic achievement of participating children.

SECTION V Program Narrative/Scoring Criteria

Review Panel

The review panel for this RFA is composed of neutral, qualified, professional individuals who have been selected for their unique qualifications in the elementary and secondary education fields. The review panel will score and rank applications. Upon completion of the review, the panel shall make recommendations for awards based on the scoring process. District of Columbia Public Schools (SEA) shall make the final funding determinations.



Scoring Criteria

All applicants responding to the (RFA) shall be evaluated against the following selection/scoring criterion. The following criteria's, in bold print, are the **minimum** required elements of the application. All applicants must address each of the minimum requirements to be eligible for consideration. In addition, items to be evaluated in applicant responses are included in each section.

Criteria 1: Program Abstract (10 Points)

Applicants should provide a description of the school, including student, staff and community demographics, grade levels served and other relevant information. Applications should include a statement of need that includes an analysis of student academic assessment data. The analysis should include the disaggregation of the State assessment data and school performance data as indicated under NCLB. Also, applications should identify the specific weaknesses and strengths identified through the school needs assessment. Applicants shall also respond to the following three questions: 1) What specific needs, concerns, and/or issues currently exist in the school that the CSRD Program will address, focusing on the goal of all students achieving high standards? 2) How were the needs determined, by whom, when, and using what process? and 3) What strengths and assets (school, community) have been identified that the school can build upon?

Criterion 2: Comprehensive Design (20 Points)

The application should show evidence that the innovative model and strategies in the proposed program are based on reliable research and effective practices and has been replicated successfully in schools with diverse characteristics. This evidence must include the theoretical or research foundation for the model, evaluation-based evidence of improvement in student achievement, effective implementation and evidence of replicability. The proposed design must effectively overcome barriers to equitable participation by all children. The applicant's proposed design for school reform must be comprehensive. The discernible components that focus on instruction, assessment, curriculum, technology, classroom management, professional development, parental involvement and school management must be included as well as the components, i.e., school governance, curriculum, instruction and assessment of the comprehensive design, well-aligned and coordinated to enable all students to meet changing content and performance standards.

Criterion 3: Professional Development (15 Points)

The applicant's proposed professional development must be continuous and consistent throughout the life of the project and offer a balanced focus on instruction, assessment, curriculum, content and performance standards, technology, classroom management, parental involvement or school management.



Criterion 4 Performance Goals (15 Points)

The application must state performance goals that are clear, specific and unambiguous. The students' performance goals must be measurable and have specific benchmarks associated with them. The proposed program indicates how the program will focus on improving teaching and learning and how it will assist all students (including Title I, special education, and English language learners) to meet challenging DCPS content and performance standards.

Criterion 5 Support for Comprehensive School Reform Efforts (5 Points)

The application must show a level of commitment by school faculty, administration and staff to undertake the initiative, the process used to ascertain this commitment, and whether there is a "critical mass" of people who agree on the proposed plan.

Criterion 6 Parental Community Involvement (15 Points)

The proposed program must include meaningful involvement of parents and community members in planning and implementing school improvement activities.

Criterion 7 Technical Support (5 Points)

The application must show who will provide ongoing, high quality, external support and technical assistance to the school in order to help it implement the program, including an indication of the specific organizations or people (if known), the services they will provide and their expertise in school-wide reform and improvement.

Criterion 8 Evaluation (15 Points)

The application must describe the expected outcomes of the program and the evaluation process, including the development of performance indicators to assess progress, data to be analyzed and collected based on the students' performance and benchmarks, people involved, and timetables.

Criterion 9 Utilization of Resources (15 Points)

The application must describe how the grant funds will be used in coordination with other school funding sources (federal/state/local/private) to implement the proposed program. The application must show the use of resources to support and sustain the implementation of the program and the budget must reflect an innovative reallocation of the school's financial and other resources.

Decision on Awards

The recommendations of the review panel are *advisory only* and *not binding* on DCPS. The final decision on awards is vested solely with the Chief State School Officer (CSSO). After reviewing the recommendations of the panel and any other information considered relevant, the



CSSO shall make the decisions on which applications to award funds and the amounts to be funded.

SECTION VI APPLICATION FORMAT

Description of Application Sections

Applicants should include all information needed to adequately describe their proposed program. Each submitted application must contain the following sections in this order. The purpose and content of each section is described below.

- Applicant Profile (See Attachment B)
- Table of Contents (1 Page)
- Project Summary (2-5 Pages)
- Narrative Section (Not to exceed 30 pages)
- Letter(s) of Intent (See Attachment A)
- Task Summary (See Attachment C)
- Budget Information (See Attachment D)
- Certifications and Assurances (See Attachments E and F)
- Appendices (Resumes, Organizational Chart, Position Descriptions)

The number of pages designated for each section is a recommendation. Applicants should feel free to complete any one section in less or more pages than recommended. However, the maximum number of pages for the total application narrative cannot exceed 30 double spaced pages on 8½ by 11-inch paper. Margins must be no less than 1 inch and a font size of 12-point type is required. The review panel will score applications that do not conform to these requirements as non-responsive.

Table of Contents

The Table of Contents should list major sections of the applicant's application with quick reference page indexing.



Project Summary

This section should provide a summary overview of the applicant's total grant application. The applicant should highlight exemplary aspects of the proposed program and relate these to the selection criteria.

Narrative Section

This section should contain the program narrative that justifies and describes the program to be implemented. The program narrative may not exceed **30 double-spaced pages** on 8½ by 11-inch paper. The program narrative should address the eleven components of Section IV of the RFA.

Task Summary

This section shall list task activities, responsibilities and timelines for accomplishing the stated objectives. Key activities must be identified and incorporated in the Work Plan. The applicant schools shall use the Work Plan format listed in Attachment C.

Budget Information/Purchased Services

Developing a detailed budget is the last step in the application submission. The Standard Budget and the Purchased Services forms are listed in Attachment D.

Appendices

This is the section to provide backup information for more details regarding the applicant's application submission.

SECTION VII LIST OF ATTACHMENTS

Attachment A	Letter of Intent
Attachment B	Applicant Profile
Attachment C	Work Plan

Attachment D Budget Information

Attachment E Certifications
Attachment F Assurances
Attachment G Receipt Form



District of Columbia Public Schools Office of Federal Grants Programs

Comprehensive School Reform Demonstration (CSRD) Program RFA #0930-04

Letter of Intent

Name of School:				
Address:				
Tel:				
School Level: Elementary Middle Junior High High School Type: DCPS School Public Charter School				
School Principal:	Name			
Signature:	Date:			
Describe Reform Model to be impl	emented:			
Assistant Superintendent:	Typed Name			
Signature:	Date:			



District of Columbia Public Schools Office of Federal Grants Programs

Comprehensive School Reform Demonstration (CSRD) Program RFA #0930-04

Applicant Profile

Ar	oplicant Name:	
	(Local Educational Agency)	
Sc	hools to be served:	
Co	ontact Person:	
Of	fice Address:	-
	one/fax:	
Sc	hool Reform Area (s):	
Sc	hool Level(s):	
	Elementary Middle Junior High High School	



Work Plan

Use this chart to summarize the first year activities and services described in the narrative.

Measurable Objectives and Approaches/Activities	Timeframe	Person Responsible
Objective:		
Activities:		
Objective:		
Activities:		
Objective:		
Activities:		



I. BUDGET INFORMATION – COMPREHENSIVE SCHOOL REFORM DEMONSTRATION PROGRAM SCHOOL LEVEL BUDGET SUMMARY

Budget Revisions: When requesting a budget revision, submit a photocopy of the original approved copy of this page, with appropriate revisions included. Approval costs are for CSRD requested funds only. Other federal and local funds are supplementary to the overall program costs and will not relate to the approval of this application.

Function	Object	Federal CSRD Funds	Other Federal Funds	Local Funds	Budget Revision
	Salaries				
Administration	Fringe Benefits				
	Purchased Services Itemize in Section II				
	Non-Capital Objects				
	Capital Objects				
	Insurance & Judgements				
	Total Administration				
Instruction	Salaries				
instruction	Fringe Benefits				
	Purchased Services Itemize in Section II				
	Non-Capital Objects				
	Capital Objects				
	Insurance & Judgements				
	Total Instruction				
O.I. G	Salaries				
Other Support Services	Fringe Benefits				

ATTACHMENT D

Comprehensive School Reform Demonstration



	Purchased Services		
	Itemize in Section II		
	Non-Capital Objects		
	Capital Objects		
	Insurance & Judgements		
	Total Support Services		
TOTAL BUDGET			
	TOTAL	Initial Submission	Date Approved
For DPI use	CSRD		
101 111 430	Funds	Budget Revision	Date Approved
	Approved		

II. PURCHASED SERVICES

A. Item Name	B.	C.
Includes all items budgeted under Purchased Service Classification, e.g., consultant, travel, printing,	Unit Cost	Total Cost
postage, telephone.		

GOVERNMENT OF THE DISTRICT OF COLUMBIA Office of the Chief Financial Officer



Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters, and Drug-Free Workplace Requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 28 CFR Part 69, "New Restrictions on Lobbying" and 28 CFR Part 67, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code. and implemented at 28 CFR Part 69, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 28 CFR Part 69, the applicant certifies that:

- (a) No Federally appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form III, "Disclosure of Lobbying Activities," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.
- 2. Debarment, Suspension, and Other Responsibility Matters (Direct Recipient)

As required by Executive Order 12549, Debarment and Suspension, and implemented at 28 CFR Part 67, for prospective participants in primary covered transactions, as defined at 28 CFR Part 67, Section 67.510—

A. The applicant certifies that it and its principals:

ATTACHMENT E



- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, sentenced to a denial of Federal benefits by a State or Federal court, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public, Federal, State, or local transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c.) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.
- 1. Drug-Free Workplace (Grantees Other Than Individuals)
 - As required by the Drug Free Workplace Act of 1988, and implemented at 28 CFR Part 67, Subpart F. for grantees, as defined at 28 CFR Part 67 Sections 67.615 and 67.620—
- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the applicant's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about—
- (1) The dangers of drug abuse in the workplace;
- (2) The applicant's policy of maintaining a drug-free workplace;
- (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
- (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

ATTACHMENT E



- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will—
- (1) Abide by the terms of the statement; and
- (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title to: Distict of Columbia Public Schools, Federal Grants Program 825 North Capitol Street, NE, 8th floor Washington, DC 20002. Notice shall include the identification number(s) of each affected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted—
- (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
- (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (3) Making a good faith effort to continue to maintain a drug free workplace through implementation of paragraphs (a), (1), (c), (d), (e), and (f)
- B. The applicant may insert in the space provided below the sites for the performance of work done in connection with the specific grant.

Place of Performance (Street address, city, county, state, zip code)

Drug-Free Workplace (Grantees who are Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 28 CFR Part 67, subpart F. for grantees as defined at 28 CFR Part 67; Sections 67 615 and 67.620—

ATTACHMENT E



- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to:

Distict of Columbia Public Schools, Office of Federal Grants Programs 825 North Capitol Street, NE, 8th floor Washington, DC 20002

As the duly authorized representative of the application, I hereby certify that the applicant will comply with the above certifications.

1.	Grantee Name and Address		
2.	Application Number and/or Project Name	3.	Grantee IRS/Vendor Number
4.	Typed Name and Title of Authorized Representative		
 5.	Signature	6.	Date



ASSURANCES

The applicant hereby assures and certifies compliance with all Federal statutes, regulations, policies, guidelines and requirements, including OMB Circulars No. A-21, A-110, A-122, A-128, A-87; E.O. 12372 and Uniform Administrative Requirements for Grants and Cooperative Agreements - 28 CFR, Part 66, Common Rule, that govern the application, acceptance and use of Federal funds for this federally-assisted project. Also, the Application assures and certifies that:

- 1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.
- 2. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 P.L. 91-646 which provides for fair and equitable treatment of persons displaced as a result of Federal and federally-assisted programs.
- 3. It will comply with provisions of Federal law which limit certain political activities of employees of a State or local unit of government whose principal employment is in connection with an activity financed in whole or in part by Federal grants. (5 USC 1501, et. seq.).
- 4. It will comply with the minimum wage and maximum hour's provisions of the Federal Fair Labor Standards Act if applicable.
- 5. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
- 6. It will give the sponsoring agency of the Comptroller General, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the grant.
- 7. It will comply with all requirements imposed by the Federal-sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.
- 8. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities and that it will notify the Federal grantor agency of the receipt of any communication from the Director of the



- EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.
- 9. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, Public Law 93-234-, 87 Stat. 975, approved December 31, 1976. Section 102(a) requires, on and after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any Federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "Federal Financial Assistance," includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect Federal assistance.
- 10. It will assist the Federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 USC 470), Executive Order 11593, and the Archeological and Historical Preservation Act of 1966 (16 USC 569a-1 et. seq.) By (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the Federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the Federal grantor agency to avoid or mitigate adverse effects upon such properties.
- 11. It will comply with the provisions of 28 CFR applicable to grants and cooperative agreements including Part 18. Administrative Review Procedure; Part 22, Confidentiality of Identifiable Research and Statistical Information; Part 42, Nondiscrimination/Equal Employment Opportunity Policies and Procedures; Part 61, Procedures for Implementing the National Environmental Policy Act; Part 63, Floodplain Management and Wetland Protection Procedures; and Federal laws or regulations applicable to Federal Assistance Programs.
- 12. It will comply, and all its contractors will comply, Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; Subtitle A, Title II of the Americans with Disabilities Act (ADA) (1990); Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975.
- 13. In the event a Federal or State court or Federal or State administrative agency makes a finding of discrimination after a due process hearing on the grounds of race, color, religion, national origin, sex, or disability against a recipient of funds, the recipient will forward a copy of the finding to the Office for Civil Rights, Office of Justice Programs.
- 14. It will provide an Equal Employment Opportunity Program if required to maintain one, where the application is for \$500,000 or more.

ATTACHMENT F



- 15. It will comply with the provisions of the Coastal Barrier Resources Act (P.L 97-348), dated October 19, 1982, (16 USC 3501 et. seq.) which prohibits the expenditure of most new Federal funds within the units of the Coastal Barrier Resources System.
- 16 It will participate in all State Comprehensive School Reform Demonstration training and post-award conferences.
- 17 It will submit, in a timely manner, all required State reports, to include data, financial and performance reports as requested.

18	It will maintain financial accounting and program evaluation records and will make available
	such records for review by the SEA, legislative auditors, and all other required personnel for
	at least 3 years after the end of the Math/Science Partnership Program.

Signature	Date



CDH MANAGEMENT AND CONSULTING, LLC 803 Florida Avenue, NW WASHINGTON, DC 20001

District of Columbia Public Schools Office of Federal Grants Programs

Comprehensive School Reform Demonstration Program RFA #0930-04

CDH MANAGEMENT AND CONSULTING, LLC IS IN RECEIPT OF

(Contact Name/Please Print Clearly)	
	(School Name)
	(Address, City, State, Zip Code)
(Phone)	
(Fax)	
(Amoun	nt Requested)
	CDH USE ONLY
	Please Indicate Time:
	ORIGINAL APPLICATION and COPIES.
	RECEIVED ON THIS DATE2004
	Received by: